CHAPTER I
INTRODUCTION

This chapter elaborates the research background, problem identification, research objectives, research significance, also assumption and limitation.

1.1. Research Background

Reading is considered as a paramount importance during the era of information technology (McGeown et al, 2015; Alhamdu, 2016; Scott and Saaiman, 2016). According to McGeown et al. (2015), reading plays a significant role and beneficial for EFL students. Alhamdu (2016) revealed that reading opens many chances to enhance information and knowledge for living. Indeed, the importance of reading becomes a highlight especially in academic aspect (Scott and Saaiman, 2016). People can earn benefits through reading. It is also beneficial for educational success and career opportunity since it introduces new vocabulary and learning to students, builds new information and variety of knowledge (Scott and Saaiman, 2016).

Reading is also important in learning other languages (Harris and Smith, 2016). Especially English language, reading becomes one of important skills since it trains students to implement the comprehension process. The EFL students use reading to learn the language and its structure (Martinez and Zarobe, 2017). Therefore, reading is significantly affected students' understanding on knowledge.

Fridkin (2018) conducted three experimental studies to figure out children's reading comprehension and task enjoyment. The research selected children aged 8-9 years old of two schools in the counties of Buckinghamshire and Hertfordshire, England. The result showed that reading comprehension has important roles in developing students' enjoyment in doing tasks. Another research investigated the correlation of reading comprehension and reading interest (Fahrurrozi, et al., 2020). They found that reading interest was highly significantly correlated with reading comprehension. They argued that reading comprehension is dependent upon the students' reading interest and their willingness to learn. They also concluded that reading is important for education, especially learning English as foreign language.

Reading comprehension trains cognitive process that sustain human to create well mental description (Moore, 2014). Although reading gives beneficial effects for students, however, many EFL students possessed deficiencies in reading. Data have shown that the students' reading scores were declining in Indonesia. When compared to other countries, Indonesia positioned lowest in the rank when they joined the Program for International Students Assessment (PISA) in 2018. There were 79 countries participated in PISA (Schleicher 2019). As reported in PISA, the Indonesian students' reading scores still showed deficiencies. The students' reading scores, when compared to other countries, were ranked on 72 out of 79 countries. Moreover, their reading mean score dropped to 371 despite the new curriculum has been deployed for five years.

Mohammed (2016) conducted a research about challenges faced by students of English language program towards reading comprehension. It was concluded that low reading comprehension was due to students' general difficulty in learning the language. Moreover, they become less enthusiastic in reading which directly affected their ability in English. It was suggested that teachers' support was needed since it could help students to develop their reading skill.

Data have shown from the interview with the EFL teachers that the students' reading comprehension is below average in *Sekolah Menengah Atas Negeri 1 Kuta Selatan*. It has been speculated that the students' low reading comprehension is due to some factors, among others: lack of library management and book collection, technology advances, and lack of family support in providing reading time to enhance children's habits (Crawley and Mountain,1995; Wang and Guthrie,2004; Sherer and Adams, et al., 1983).

A number of previous researches have shown empirical evidences on the roles of reading habit, reading interest, reading motivation, reading self-efficacy on success in the students' reading comprehension. Janes (2008) studied reading motivation and family reading habits of the sixth-grade students at Prairie Elementary School. The findings revealed that there was no significant difference in reading motivation found in pretest to posttest of each group. The role of family as supporter for children's reading motivation is highly affected. Especially,

support from parents is beneficial for students in encouraging them to read (Hughes- Hassell and Lutz, 2006).

Martinez (2019) studied reading self- efficacy which correlated with reading anxiety and the students' reading comprehension. The study used a quantitative correlational design. It was found that there is a positive significant correlation ($r = .332$, $p < .01$) among reading self-efficacy and reading comprehension. In addition, a significant correlation found negatively between reading self-efficacy and reading anxiety ($r = -.345$, $p < .01$).

Celik (2019) studied reading habit in children. He concluded that reading habit enhanced knowledge and broadened information. Reading has good effect for individuals' intellectual growth. The habit of reading could be trained from childhood or youth period, yet reading habits is not about reading textbooks to gain knowledge since reading can be done in leisure time. Reading fiction books as novels, fairytales, magazines improve individuals' perception and language expertise. Family, school and library have a crucial role in students' reading habits. All parties should be cooperative in encouraging students to get used in reading for specific purpose or for relaxing mind. School provides library that can help teachers in driving students to read as many as possible.

The present research was conducted to aggregate the four predictor variables, namely: reading habit, reading interest, reading motivation, reading self-efficacy and one criterion variable, that is, the students' reading comprehension in *Sekolah Menengah Atas Negeri 1 (SMAN) Kuta Selatan*. This research was designed in a quantitative survey using Linear Regression Analysis to predict the individual and multiple gross as well net contribution of reading habit, reading interest, reading motivation, reading self-efficacy to the students' reading comprehension in the Senior High School described above.

1.2.   Problem Identification

The students' low reading comprehension in *SMAN 1 Kuta Selatan* were suspected to relate to four major variables, namely: reading habit, reading interest,

reading motivation, reading self-efficacy. Verplanken and Orbell and Orbell (2003) defined reading habit as automatic response to reading, frequency of daily or weekly the behavior for reading, and the expression of self-reflect to reading as personal style. The students were observed not possessing such habit in *SMAN 1 Kuta Selatan Denpasar*. Their poor habit in reading might lower their interest in reading. Crawley and Mountain (1995) characterized reading interest with five indicators, namely: previous experience, self-concept, valuing reading, understanding subject through reading, high level of involvement in reading. Poor reading habit and low interest might be related to low students' reading comprehension in *SMAN 1 Kuta Selatan.*

The other two variables are reading motivation and reading self-efficacy. Motivation is a factor that affect someone to do action for achieving the purpose (Takaloo and Ahmadi 2017). Interest, eagerness and willingness to learn are the parts of motivation. Wang and Guthrie (2004) mentioned intrinsic and extrinsic motivation can be referred to as curiosity and challenge indicators. According to Wang and Guthrie (2004), reading motivation is indicated by an attitude of feeling interest on something to read, an experience of reading process, and satisfaction from solving complex ideas through.

Self-efficacy is defined as self-confidence of someone to fulfill the goals without hesitation (Bandura 1997). In reading aspect, self-efficacy means that students' confidence in comprehending a passage and ability to understand. Reading self-efficacy is a psychological factor influencing students' motivation in reading skill (Hasriati, 2017). The students were suspected be un-motivated and in-confidence in reading in *SMAN 1 Kuta Selatan*.

1.3.   Research Questions

1. Is there significant multiple correlation of reading habit, reading interest, reading motivation, reading self-efficacy, and the students' reading comprehension in *SMA Negeri 1* Kuta Selatan?

2. Is there significant multiple contribution of reading habit, reading interest,

reading motivation, and reading self-efficacy to the students' reading comprehension in *SMA Negeri 1* Kuta Selatan?

2.1. Research Objectives

The research objectives of the present study could be elaborated into two parts as follows:

2.1.1. General Objective

The research objective is stated based on the data analysis outputs. Therefore, the general research objective is to describe, relate and predict the contribution of reading habit, reading interest, reading motivation, and reading self-efficacy to the students' reading comprehension in SMAN 1 Kuta Selatan.

2.1.2. Specific Objective

Accordingly, the specific research objectives are stated as follows.

1) Describing the data related to reading habit, reading interest, reading, motivation, reading self-efficacy, and reading comprehension of the students in SMAN 1 Kuta Selatan;

2) Correlating the relationship between reading habit, reading interest, reading, motivation, reading self-efficacy, and reading comprehension of the students in SMAN 1 Kuta Selatan;

3) Predicting the contribution of reading habit, reading interest, reading, motivation, reading self-efficacy to reading comprehension of the students in SMAN 1 Kuta Selatan.

2.2. Research Significance

2.2.1. The Theoretical Significance

Research significance is stated in terms of research outcomes. Theoretically, the general research output could be used to determine and enhance the students' quality of reading habit, reading interest, reading

motivation, reading self-efficacy as well as reading comprehension in SMAN 1 Kuta Selatan.

2.2.2. The Practical Significance

In practice, the results are useful for the following benefactors:

(1) The EFL students

Knowledge and understanding of reading habit, reading interest, reading motivation, reading self-efficacy, and reading comprehension would help the students to find creative steps and productive endeavors which ensure incremental improvement on those variables.

(2) The EFL teachers

EFL teachers could work collaboratively with the students to enhance creative and productive efforts for continuous improvement through a variety of reading activities in school, family, and community.

(3) The Future Researchers

Could design more intensive research related to reading comprehension with other variables aside from reading habit, reading interest, reading motivation and reading self-efficacy.

2.3. Research Scope

The present research was scoped down to prediction of the four predictor variables, namely reading habit, reading interest, reading motivation, reading self-efficacy, and reading comprehension based on the 2013 Curriculum in *SMAN 1 Kuta Selatan*. Texts were limited to descriptive text about a person, tourist attraction, famous historical building and recount text about a personal experience and an accidence.

2.3.1. Assumption and Limitation

It was due to the Covid-19 pandemic, several variables were unable to control satisfactorily, and therefore, they were assumed to be accurate and reliable.

Firstly, the Reading Habit Rating Scale, Reading Interest Rating Scale, Reading Motivation Rating Scale, and Reading Self-Efficacy were based on western cultures, and therefore, they were assumed to be **unbiased culturally** which occurs the difference perception for EFL students in SMAN 1 Kuta Selatan.

Secondly, the students' responses on the five instruments including Reading Comprehension Test were assumed to be **reliable and accurate** despite they were administered through on-line platform. Therefore, the research findings were limited on such assumptions and they were not generalizable across subjects, school levels, and other settings.